

2024（令和6）年度 神奈川県立保健福祉大学
一般選抜（前期日程）、特別選抜（私費外国人留学生）

入学者選抜

総合問題試験
問題用紙

- 試験時間は90分です。
- 指示があるまでは中を見てはいけません。
- 解答はすべて解答用紙に記入してください。

問題 I

下の図は、内閣府の「令和5年版高齢社会白書」から作成したものである。図1は、主要国における倍加年数を示したものである。倍加年数とは、高齢化率が7%から14%へ達するまでの所要年数をいい、高齢化のスピードを表す指標である。図2は、日本における平均寿命と健康寿命の推移を男女別に示したものである。健康寿命とは、健康上の問題によって日常生活が制限されることなく生活できる期間をいう。これらの図を見て、以下の設問に答えなさい。

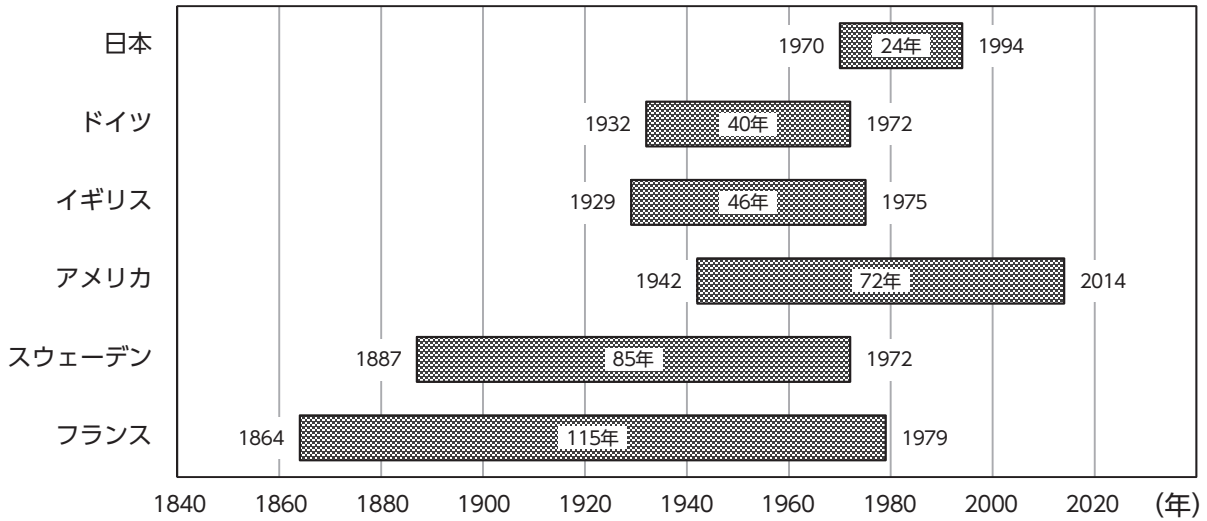


図1 主要国における倍加年数

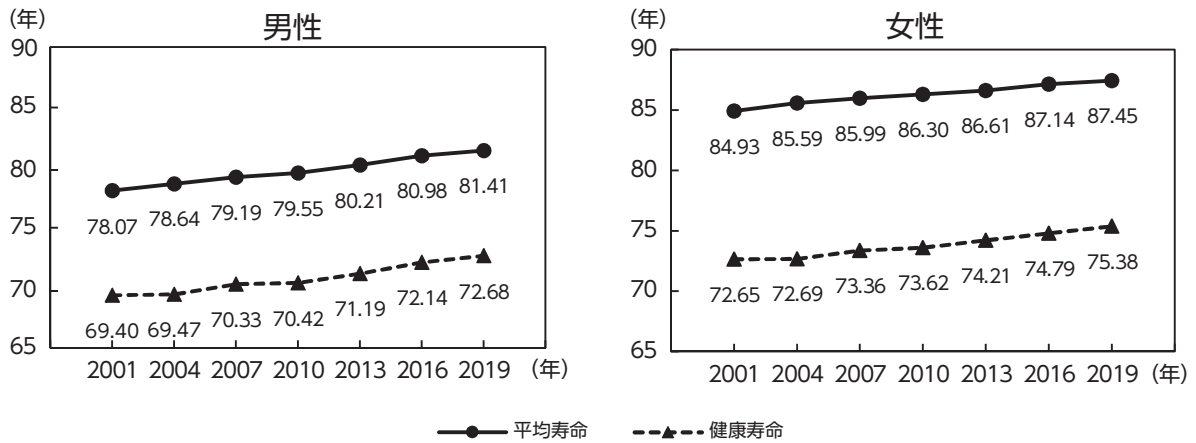


図2 日本における平均寿命と健康寿命の推移

出典：内閣府「令和5年版高齢社会白書（全体版）」（令和5年6月）より抜粋（一部改変）

問1 図3は、図1の各国の高齢化率の推移を折れ線グラフで示したものである。(ア)～(エ)に入る国名を答えなさい。

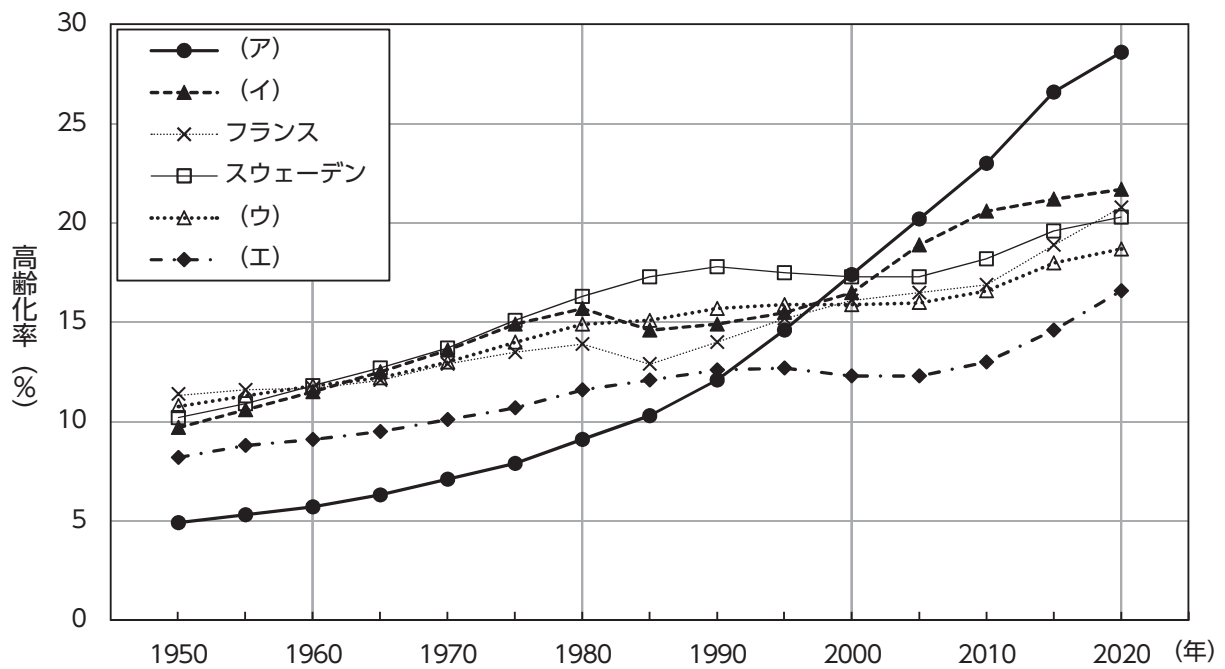


図3 主要国における高齢化率の推移

問2 日本における平均寿命と健康寿命およびその差について、図2から読み取れる特徴を90文字以内で述べなさい。

問3 図1と図2の情報をもとに、日本が抱える保健・医療・福祉に関わる課題について、あなたの考えを200文字以内で述べなさい。

問題Ⅱ 次の英文を読み、以下の設問に答えなさい。

Last summer, a piece of artwork generated with artificial intelligence took a first prize at the Colorado State Fair. (中略) The artwork looks cool at first glance, but after a second it feels kind of lifeless. (中略) This is what many of us notice about art or prose generated by A.I. It's often bland (注1) and vague. It's missing a humanistic core. It's missing an individual person's passion, pain, longings and a life of deeply felt personal experiences. It does not spring from a person's imagination, bursts of insight, anxiety and joy that underlie any profound work of human creativity.

This points to what could be the core reality of the coming A.I. age. A.I. will probably give us fantastic tools that will help us outsource (注2) a lot of our current mental work. At the same time, A.I. will force us humans to double down on (注3) those talents and skills that only humans possess. The most important thing about A.I. may be that it shows us what it can't do, and so reveals who we are and what we have to offer.

If, say, you're a college student preparing for life in an A.I. world, you need to ask yourself: Which classes will give me the skills that machines will not replicate (注4), making me more distinctly human? You probably want to avoid any class that teaches you to think in an impersonal, linear, generalized kind of way — the kind of thinking A.I. will crush you at. On the other hand, you probably want to gravitate toward (注5) any class, in the sciences or the humanities, that will help you develop the following distinctly human skills:

A *distinct* (1) *voice*. A.I. often churns out (注6) the kind of impersonal bureaucratic prose that is found in corporate communications or academic journals. You'll want to develop a voice as distinct as those of George Orwell, Joan Didion, Tom Wolfe and James Baldwin*1, so take classes in which you are reading distinctive and flamboyant (注7) voices so you can craft your own.

Presentation skills. “The prior generation of information technology favored the introverts, whereas the new A.I. bots*2 are more likely to favor the extroverts,” the George Mason University economist Tyler Cowen writes. “You will need to be showing off all the time that you are more than ‘one of them.’” The ability to create and give a good speech, connect with an audience, and organize fun and productive gatherings seem like a suite of skills that A.I. will not replicate.

A *childlike talent for creativity.* “When you interact for a while with a system like GPT-3*3, you notice that it tends to veer (注8) from the banal (注9) to the completely nonsensical (注10),” Alison Gopnik, famed for her studies on the minds of children, observes. “Somehow children find the creative sweet spot between the obvious and the crazy.” Children, she argues, don't just imitate or passively absorb data; they explore, and they create innovative theories and imaginative stories to explain the world. You want to take classes — whether they are about coding or painting — that unleash (注11) your creativity, that give you a chance to exercise and hone your imaginative powers.

Unusual worldviews. A.I. can be just a text-prediction machine. A.I. is good at predicting what word should come next, so you want to be really good at being unpredictable, departing from the conventional. Stock your mind with worldviews from faraway times, unusual people and unfamiliar places. (中略) People with contrarian (注12) mentalities and idiosyncratic (注13) worldviews will be valuable in an age when conventional thinking is turbo powered.

Empathy. Machine thinking is great for understanding the behavioral patterns across populations. It is not great for understanding the unique individual right in front of you. If you want to be able to do this, good humanities classes are really useful. By studying literature, drama, biography and history, you learn about what goes on in the minds of other people. If you can understand another person's perspective, you have a more valuable skill than the skill possessed by some machine vacuuming up vast masses of data about no one in particular.

(2) ***Awareness.*** A person with this skill has a feel for the unique contours (注14) of the situation she is in the middle of. She has an intuitive awareness of when to follow the rules and when to break the rules, a feel for the flow of events, a special sensitivity, not necessarily conscious, for how fast to move and what decisions to take that will prevent her from crashing on the rocks. This sensitivity flows from experience, historical knowledge, humility (注15) in the face of uncertainty, and having led a reflective and interesting life. It is a kind of knowledge held in the body as well as the brain.

The best teachers teach themselves. When I think back on ^①my own best teachers, I generally don't remember what was on the curriculum, but rather who they were. Whether the subject of the course was in the sciences or in the humanities, I remember how these teachers modeled a passion for knowledge, a funny and dynamic way of connecting with students. They also modeled a set of moral virtues — how to be rigorous with evidence, how to admit error, how to coach students as they make their own discoveries. I remember how I admired them and wanted to be like them. That's a kind of knowledge you'll never get from a bot.

And that's my hope for the age of A.I. — that it forces us to more clearly distinguish the knowledge that is useful information from the humanistic knowledge that leaves people wiser and transformed.

出典：David Brooks, "In the Age of A.I., Major in Being Human" *The New York Times*

(<https://www.nytimes.com/2023/02/02/opinion/ai-human-education.html>)

(2023年2月2日掲載、最終アクセス2023年12月15日、一部改変)

- | | |
|---------------------------------|----------------------------|
| (注1) bland：あたりさわりのない | (注2) outsource：外部委託する |
| (注3) double down on：～を強化する | (注4) replicate：再現する |
| (注5) gravitate toward：～にひきつけられる | (注6) churn out：量産する |
| (注7) flamboyant：華々しい | (注8) veer：転換する |
| (注9) banal：平凡な | (注10) nonsensical：無意味な |
| (注11) unleash：解き放つ | (注12) contrarian：反対の意見を持つ人 |
| (注13) idiosyncratic：特異な | (注14) contour：輪郭 |
| (注15) humility：謙虚 | |

- * 1 イギリスやアメリカの著名な作家
- * 2 A.I.によって自動的にタスクを実行するプログラム
- * 3 アメリカで開発された言語処理のためのA.I.モデル

問1 本文中の(1), (2)に適切な単語を入れて、各段落の見出しを完成させなさい。それぞれ最も適切なものを選び、記号で答えなさい。

- | | | | | |
|-------|--------------|-----------------|--------------|---------------|
| (1) | ア artificial | イ environmental | ウ functional | エ personal |
| (2) | ア Conscious | イ Individual | ウ Patterned | エ Situational |

問2 下線部① my own best teachersとはどのような人だったと書かれているか。日本語40文字以内で答えなさい。

問3 本文の内容と一致しているものはどれか。次の(ア)～(オ)から2つ選び、記号で答えなさい。

- (ア) Cowen氏は、前の世代の情報技術は外交的な人に有利であったと述べている。
- (イ) Gopnik氏は、こどもは当たり前なことと不自然なことを無視して創造性を見出すと述べている。
- (ウ) 筆者は、これまでの慣習的なものから逸脱したければ、普段とは異なる世界観を考えに取り入れるべきだと述べている。
- (エ) 筆者は、文学や劇、歴史などは、他人の行動を理解する上でとても役に立つ文系の科目であると述べている。
- (オ) 筆者は、A.I.による便利な情報としての知識と人間味のある知識が、明確に区別されることを望んでいる。

問4 今後、人工知能が発展していく社会において、あなた自身は大学で具体的にどのようなことを学んでいくのが大切だと考えますか。本文の内容を要約しつつあなたの考えを日本語500文字以上600文字以内で述べなさい(字数は厳守すること)。

